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STUDENT PERCEPTION OF THE TEACHER IMAGE

by



HAL CHALMERS

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance a thesis entitled STUDENT PERCEPTION OF THE TEACHER IMAGE, submitted by Hal Chalmers in partial fulfillment of the requirements for the degree Master of Education.





## ABSTRACT

The primary purpose of this study was to determine whether the image of the teacher, as perceived by students, differed from the image of the social worker, doctor, nurse, or lawyer. Fourteen variables were chosen as being indicative of an image. Second, an attempt was made to determine whether variances in the teacher image were attributable to demographic characteristics of students such as sex, grade, academic achievement, and socio-economic status. Finally, an analysis was made to examine the relationship of students' occupational choice and their perception of the teacher image.

The results of the analyses indicated that the image of the teacher is significantly different from those of the four other occupations, on seven variables, and significantly different from those of at least two of the other occupations on the remaining seven variables. Among the five occupational groups the teacher was rated lowest on the variables of competence and sociability. On the other hand, teachers were rated highest on contributions to the community, and service per dollar.

Sub-grouping of students on the basis of sex revealed significant male-female differences on five variables with the male students having a more favourable perception, of the teacher image, than the females on all five variables. When students were grouped on the basis of socio-economic status, significant differences between the groups were found on two variables. These were community contributions and competence. The highest socio-economic groups perceived the teacher as contributing more to the community than those students in.



the lower groups, while the lowest socio-economic group perceived the teacher as more competent. A similar pattern was found when students were sub-divided on the basis of academic achievement. The highest achievers perceived the teacher as contributing more to the community, while the lowest achievers perceived the teacher as being more competent.

Sub-grouping on the basis of the students' occupational choice revealed that, those students who plan to enter the teaching profession, perceive the image of the teacher more favourably than those students who plan to take up other occupations.

The only grade difference was on the competence variable with grade ten students perceiving the teacher as more competent than the grade twelve students.



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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### I. INTRODUCTION

Professions should be aware of the way their major publics perceive them. The image of a profession may have important repercussions in many areas. If the image of a profession is unfavourable, there may be difficulty in recruiting talented young people into its ranks. A negative image may also have an effect on those already incorporated in the profession. Morale and satisfaction within the ranks may be low if a profession's major public has an unfavourable image of those in the profession.

The teaching profession is particularly susceptible to pressure from external forces. Teachers are a focal point for parents and taxpayers complaints and much of the information these groups receive is from the teaching profession's major public, namely students. Teaching is unique among professions in that nearly all young people are in close contact with its practitioners for many years. In their progress through the schools students are strategically situated to observe teachers and to develop a concrete image of the profession. If these young people perceive the image of the teacher unfavourably, it would appear unlikely that they would contemplate entering the profession.

There is an ever-increasing proportion of the population under twenty-five enrolled in educational institutions. As a result there



is an increasing need to recruit persons into the teaching profession. Since the image of the teaching profession appears to have some influence on recruitment, a comparison of the image of the teacher with that of doctor, nurse, lawyer and social worker, should provide a further insight into the recruitment problem. If the image of the teacher, in certain areas, differs significantly from the image of the other four occupations, then this may have implications for the teaching profession, particularly in its recruitment program.

## II. THE PROBLEM

### Statement of the Problem

The purposes of this study were (1) to determine the image of the teacher, as perceived by students, in comparison with four other occupations, and (2) to determine if there is a variance in the image of the teacher as perceived by students, who are grouped on the basis of certain selected characteristics.

### Sub-Problems

1. What is the comparative image of the teacher in relation to four occupations, as perceived by students?
2. Is there a variance in the image of the teacher between groups of students, who are categorized on the basis of selected characteristics?
3. Does the occupational choice of the student have an effect on his perception of the teacher's image?





### Importance of the Study

The students' perception of the teacher image is an area which has received little attention in previous research, yet it is an area which is of essential importance in determining the quality and number of persons who are prepared to accept employment in the public schools. If the students' perception of the teacher image is unfavourable, as the literature suggests, then this study should indicate some of the areas where the image is most unfavourable and also some of the areas which the students consider most favourable. The study should also indicate, within limitations, the areas which the students consider most important in their conceptualization of an image.

In addition, the study should point out which groups of students, classified on the basis of selected characteristics, have a more favourable perception of the teacher image. This information may provide some guidelines for recruitment.

Harris states that the reaction of students to the problems of public school teachers are among the most important of the factors which determine the supply of personnel in the teaching profession (1, p. 513). Harris goes on to state:

In its public school system our society has constructed a great social institution which plays a major part in the life of every citizen. Yet we have assigned to its key personnel a role so limited and unrewarding that few of its graduates care to return to serve it (1, p. 514).

If the students perceive the image of the teacher in this unfavourable light, it is essential that everything possible be done to bring the image of the teacher into a more favourable light. The study



of the students' perception of the image of the teacher should point out some of the areas where the profession might concentrate its efforts in an attempt to gain a more favourable image.

The relationship of the perceived image of the teacher to the students' occupational choice is also of importance. Although there are many bases for ascribing status to a person, the occupational one is probably most important. People tend to conceive of themselves primarily in occupational terms. The attitudes and behaviour patterns adopted by an individual are probably influenced most by his present or future role. The image of his future occupational status is likely to influence the student's present attitudes, values and behaviour; he may start to think and behave in a way which he believes will be appropriate when he actually enters occupational practice (3, p. 24). If the image of the teacher, as perceived by students who plan to enter teaching, is shown to be more favourable than the image perceived by those who plan to enter other occupations, then this may have some implications for the teaching profession. One implication might be that those who plan to enter the teaching profession have already adopted some of the values and attitudes of the profession and as a result there will be a perpetuation of the present image of the teacher.

### III. DEFINITION OF TERMS USED

#### Image

An image is apperceptive rather than perceptive. Perception



connotes objective analysis while apperception demands an interpretative relationship between that which is presently recognized and previously acquired knowledge. An apperceptive set is a mental image which varies according to the psychological composition and experiential background of the one forming it. Images differ with social or occupational histories. The parent, student, and teacher all possess different images of the teacher. But, at any one stage in history certain characteristics pervade and form the group character.

An image is permutable. Parts of it may change slowly, while other parts remain stable. Just as an image is different to different people, it is also different for the same group of people at different periods in history (4, p. 571). One example of this permutable dimension is found in the image of the teacher. The teacher as a woman is a part of the image which has remained relatively stable for many years. However, the income level of teachers has changed quite rapidly in the past few years, resulting in a change in this aspect of the image.

An image is, to varying degrees, relative. If an image is beautiful, it is either more beautiful or less beautiful than another image.

These qualities relate to the purposes of this study. Since an image is apperceptive it is important to relate such characteristics as socio-economic status, achievement, grade level, sex, and choice of occupation. The permutability of the image points out the need to examine as many of the factors forming the image, as possible. Inasmuch as the image is relative, this study compares the teacher image



with the image of four other occupations.

#### IV. SUMMARY AND ORGANIZATION OF THE REMAINDER OF THE THESIS

The purpose of this chapter has been to outline the problem which initiated this research. The importance of the problem to the profession was also considered. Finally an attempt was made to define the term image. The remainder of the thesis will be organized in the following way:

- Chapter II    Related Theory and a Survey of the  
                 Literature
- Chapter III   Research Methodology
- Chapter IV    The Comparative Image of the Teacher
- Chapter V     Variances in the Teacher Image due to Selected  
                 Characteristics
- Chapter VI    The Relation of Occupational Choice to the  
                 Teacher Image
- Chapter VII   Summary, Conclusions, and Suggestions for  
                 Further Research





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## CHAPTER II

### RELATED THEORY AND A SURVEY OF THE LITERATURE

#### I. INTRODUCTION

Selltiz suggests several ways in which a survey of the literature, such as the one undertaken in this study, may facilitate the investigation of a problem (17, p. 53). First such a review may uncover hypotheses that may lead to further investigation: one may then build on this work, which has already been done by others. Second, in a study of an area in which hypotheses have not already been formulated, the available literature may suggest certain hypotheses. Also, a review of the areas not immediately related to the particular area of research may be a means of developing hypotheses. One may attempt to apply, to one's own study, concepts and theories developed in other areas.

There appear to be many short-comings in the literature on the image of the teacher. Corwin points out that the exact status or image of teachers in society is presently indeterminate (4, p. 217). Few attempts have been made to alter this state of affairs. The teacher's status is apparently somewhere between the highest and lowest occupations. More precise status is difficult to assess. Not only is it subject to internal changes within the occupation and alternations in the statuses and images of other occupational categories, but it is a function of a puzzling array of status dimensions. These dimensions include the social prestige of the teacher, the place of



teachers in the community, their competence, the vocation's economic standing and professional standing (4, p. 217).

The purpose of this chapter is to examine the related theory which may have a bearing on the image of the teacher, and to review the literature which has been written on this topic.

## II. THEORY

### Status Theory

Corwin states that the image of the teacher in society is derived from a confusion of separate traditions. From the long-standing tradition of local control over public education has emerged the image of the teacher as a "public servant". He goes on to say that the employee status of teachers is implicit in the ideology which defines schools as service centers for, and controlled by the local community. The employee image of the teacher has flourished during a time when there has been a huge increase in the demand for teachers. The reason the increased demand has not increased the teacher's prestige is that as the teaching group has become larger, it has been more difficult to convince the population to divert its resources in support of education. The pressure to meet the demand has prevented teachers from raising professional standards for admittance at a rate commensurate with their drive for professional status (4, p. 218).

Lieberman states that the professionalization of an occupation involves, among other things, control over entry and expulsion by the practitioners. Nevertheless, education has been making little progress on this criterion of professionalization; if anything, it is becoming



more antiprofessional because the boards which control entry and expulsion are tending more and more to exclude rather than include educators. The domination of boards by lay personnel is justified on the basis of greater public concern for the quality of teachers than for the quality of services rendered by the fee taking professions. This contention was criticized on the grounds that all members of the fee taking professions must be licensed, whereas only publicly employed teachers must be certified. Since the purpose of licensure is to protect the public from incompetent practitioners it appears that the public cares less about incompetent teachers than it does about incompetent doctors, lawyers and dentists (12, p. 108).

Lieberman also states that in trying to identify the chief determinants of occupational status it would be unwise to confine our attention solely to developments in education. Since status is a matter of relative position, many non-educational factors affecting the status of teachers must be considered. Since occupational status is a relationship involving the practitioners of different occupations, it would be impossible to have a change in the status of teachers without a corresponding change in the status of other occupational groups (12, p. 478).

Lieberman further states that the declining income differentials between white and blue collar workers, the tremendous expansion of education, the steady elimination of "dirty work" through mechanization, the decline in immigration, and the increasing proportion of white to blue collar workers by no means exhaust the reasons for the decline of





the white collar class, but these developments may help to explain why teachers are finding it more difficult than ever before to maintain their present intermediate status, let alone raise it to the level of such occupational groups as doctors and lawyers (12, p. 478).

Salary plays an important role in the prestige rankings of jobs within an occupation, and it can presumably play as important a role when one vocation is being compared with another. While the standards of teaching have risen, as have teachers' salaries and their prestige relative to their past station, they have not risen greatly beyond the advances made by the general population, either in terms of level of education, or the prestige of the vocational salaries of professional groups (4, p. 228).

### Positional Theory

Gross has developed a positional theory. The teacher is in a certain position in society; position being used to refer to the location of an actor or class in a system of social relationships. The image of the teacher cannot be described without describing its relation to the images of other professions or occupations. Positions imply the relationships and the relationships imply the positions (9, p. 17).

If a particular image has no meaning apart from other images, it is necessary, in focusing on one position, to specify the other positions with which the analysis will be concerned. In this study these are stated to be social worker, doctor, nurse and lawyer.



Gross et al., have developed the concept of relationship even further. They present a theoretical framework in the form of a dyad model for studying the relationship between a particular ("focal") position and a ("counter") position (9, pp. 51-53). This concept is represented in Figure I. In this figure the teacher is seen as occupying the focal position and the students are in the counter position.

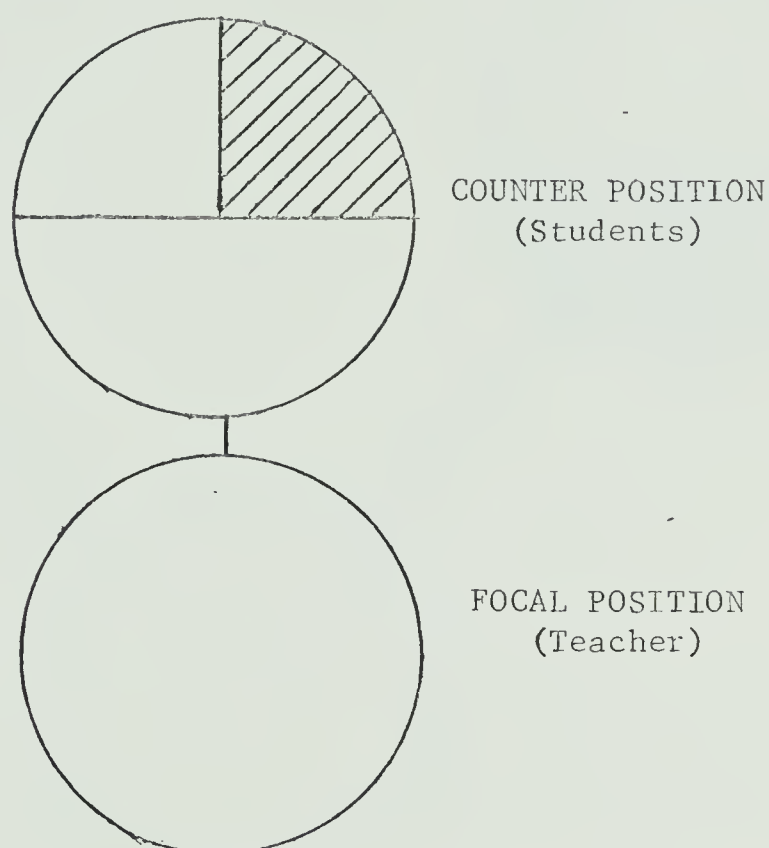


FIGURE I

#### DYAD MODEL

A more complete specification of the focal position of the teacher might include relationships with male and female students. Figure II illustrates the position-centric model in which the focal position is specified by its relationships to two counter positions

This diagramming of relationships may be extended to all the selected characteristics of the students involved in this study. However,



to do so would be repetitious. Grade level could be considered as three separate counter positions and likewise academic achievement may be broken into five counter positions.

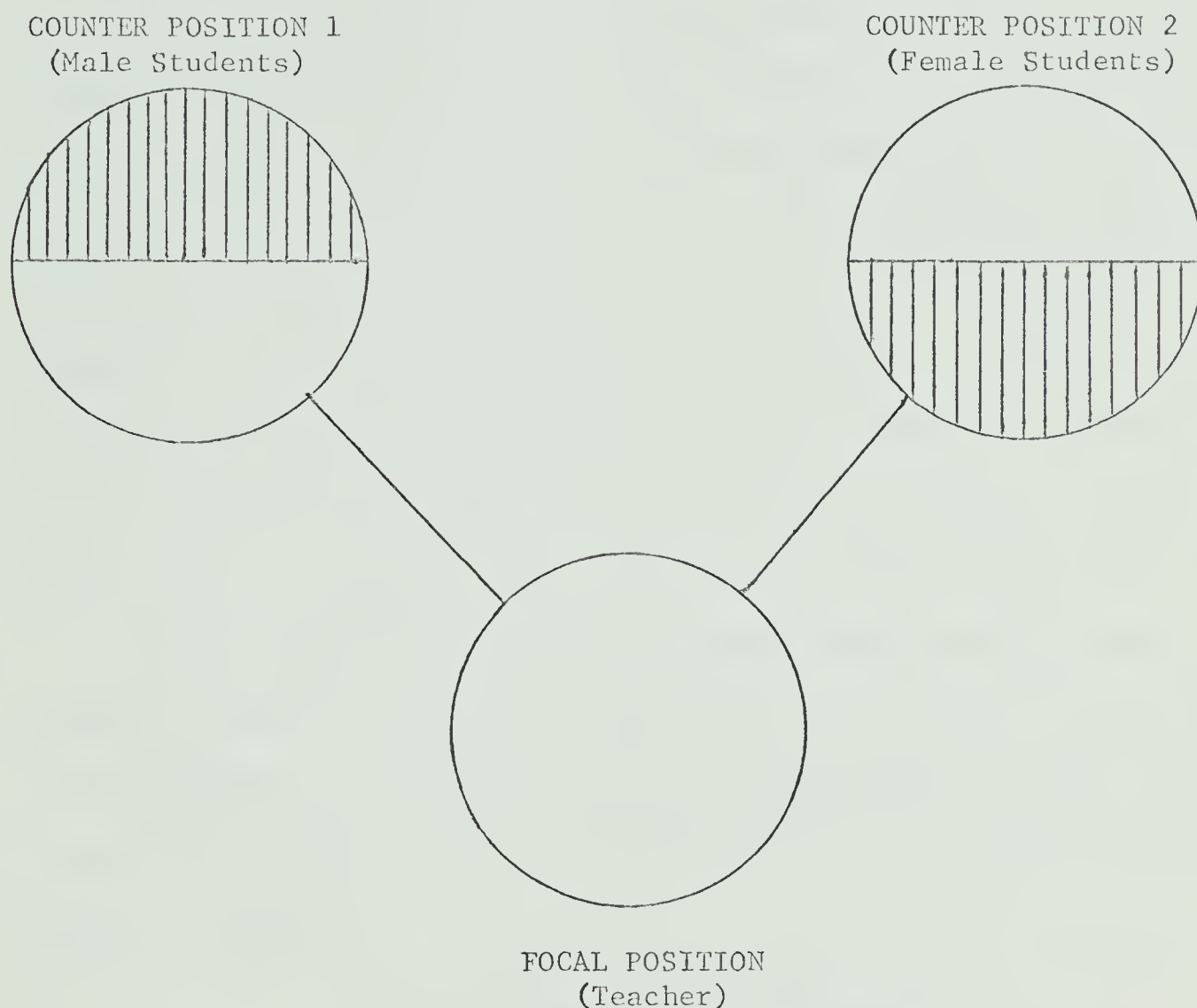


FIGURE II

#### A POSITION-CENTRIC MODEL

#### Reference Group Theory

Attitudes, which have been defined as predispositions to behave, are relatively enduring. However, this does not mean that once acquired they become unchanging. One explanation of this change is provided by



reference group theory. An individual's reference groups are those groups that serve to influence his attitudes and behaviour. A majority of these are likely to be membership groups to which the individual belongs (16, pp. 31-34).

The groups to which an individual aspires to belong act as non-membership reference groups. The individual, by desiring membership in a group, prepares himself for future membership. He may in this way, even unwittingly, acquire attitudes and mannerisms appropriate to his future role. Some of this is a result of indirect learning through personal interaction with instructors, peers, practicing professionals, and others. It is by this means especially that attitudes and behaviour patterns are acquired (16, pp. 31-34). Merton refers to this process as anticipatory socialization (14, p. 384).

In this study, group reference theory bears directly on the selected characteristic of vocational choice. The theory suggests that those students, who choose teaching as a career, might perceive the image of the teacher somewhat differently than those students choosing different vocations.

### III. A SURVEY OF THE LITERATURE

#### The Teacher Image in Comparison with Other Groups

Donald O'Dowd and David Beardslee found that teachers, in comparison with other groups, were considered financially poor, had little opportunity for advancement, were low in social status, and had little power in public affairs. Most participants in their study, considered teachers to be unselfish public servants. They concluded that a much





higher percentage of male college graduates would select school teaching as a career if there were some improvements in the social and financial limitations of the profession (15, p. 12).

Waldrip found that teachers, in comparison with other professions, were considered extremely active in community affairs but inactive in politics, that the teaching profession had a great shortage of qualified personnel, housed a high number of incompetents, and although teachers had a need for excellent training they were not receiving it. Waldrip also found that teachers were considered to be underpaid and they lacked prestige because of traditional values. It was concluded that the teaching profession was a good one for women but not for men, largely because of remuneration (2, p. 571).

#### The Teacher Image in the Mass Media

Donald McNeil epitomizes literary treatment of teachers with the statement: "Our twentieth century literature abounds with unfavourable stereotypes of teachers" (13, p. 12). Belok and Dowling tend to agree. In summarizing the status-image of teachers in comic strips, plays and novels, Belok and Dowling concluded that the unfavourable depiction of teachers in these media tends to intensify the difficulty of recruiting quality personnel into the profession (2, pp. 255-256).

Schwartz states that educators are looked upon as paragons of virtue and the models of social respectability in communities. The teacher is not expected to exhibit behaviour patterns which are similar to the rest of his community. He goes on to state that the teacher is portrayed in the literature as being sexually inhibited. Most often



the teacher is an unattractive, unmarried, middle-aged woman in some conflict situation with her students. In later years she is portrayed as shrill and witchlike (18, pp. 82-90).

Schwartz's study of the demographic characteristics of teachers as portrayed in the movies, shows the teacher to be middle-aged male who is unmarried (at the beginning of the film). Sixty-three per cent of educators in the movies were male and thirty-seven per cent female. Sixty-four per cent of the males were unmarried, compared to ninety-three per cent of the females. Educators are not portrayed as aggressive, warm romantic partners and they generally can not combine a successful romance with (1) remaining in the profession (2) a romantic partner with the same or more formal education (18, pp. 82-90).

Female teachers were portrayed as extremely congenial towards students while males are aggressive and violent. The teacher is portrayed as devoted to students and devoid of passionate feelings (18, pp. 82-90).

The dissociation of romance and the teaching profession, which characterizes the image of the educator in literature, is therefore duplicated in the motion picture industry. This is also true of the image of the unmarried schoolmarm. The important thing is that the image of the educator which is perpetuated by the mass media can be a strong force influencing the images held by the public (18, pp. 82-90).

Gerbner, in a study dealing with teachers or schools as portrayed in stories in the Saturday Evening Post, found that the majority of teachers were represented as being aliens to the community, often in conflict with the community. They were out of tune with most community



activities and also with the goals and aspirations of most other story characters (8, p. 204).

Teachers and school were frequently portrayed as being in material and financial difficulty. About one-third of all teachers quit the profession as their solution to the problem. In no story was the teacher given a raise. Some degree of poverty was presented as the usual state of affairs (8, p. 204).

A study of education news in daily newspapers revealed that if you depend on your local newspaper for information on education, chances are you will have virtually no information on major educational issues and only the most fragmentary view of the local school picture (8, p. 205).

#### The Teacher Image as Perceived by Selected Groups

Hills and Downs conducted a study of male students at a southern state university. They restricted the survey to male students because they felt that even fewer superior males are attracted to public school teaching than females. They found that eighty per cent of the students expected to earn an income of more than \$7,500, ten years after graduation (1959-60). According to the State Department of Education, only one per cent of the persons employed in teaching in the public schools, in 1959-60, earned total salaries in excess of \$6,500. With such expectations of earning potential, as compared to the realities of the teaching profession, it is not surprising that very few males turn to teaching as a career. This group considered opportunity for advancement important in a career, yet they felt that teaching provided little opportunity for this. Hills and Downs concluded that financial rewards



and the possibility of advancement in the public school teaching profession, seem to be serious factors in the failure of young men to enter the teaching profession (10, pp. 397-402).

Belok, in a study of social pressures on prospective teachers, found that seventy per cent of the students choosing teaching as a career, reported unfavourable peer group reactions. This same group reported that some of their teachers (eight per cent), when learning of their career choice, exhibited a negative attitude and in some cases suggested that the students set their sights a little higher (1, pp. 75-77).

Best, in his study, supports the findings of Belok. Best found that the highest percentage of people who advised against teaching were school friends. He also found that teaching ranked second only to medicine in its value to society, but that teaching ranked tenth in terms of prestige (3, pp. 202-259).

Langston found that a sharp difference existed in the attitudes of females, as compared to males, at the twelfth grade level, with the females being far more favourable towards the teaching profession. The study also revealed that the general feeling of twelfth grade students was that the vocation of teaching was financially unrewarding, uninteresting, offered little opportunity for advancement, and was monotonous. He further discovered that by the twelfth grade "the idea of becoming an elementary school teacher is almost universally anathema" (11, pp. 83-86).

Dutton and Keislar found that definite differences exist between boys and girls in their feelings on several items in the instrument





related to teaching as a profession. Boys felt, about three times as often as girls, that teaching would necessitate buying a smaller house and a less desirable car. Those who aspired to a high occupational level felt that teaching would be more boring and monotonous than other occupations they were thinking about. The conclusion was that economic disadvantages were foremost in discouraging students to take up teaching (5, pp. 165-171).

Evans found, in a study of two hundred and eleven School Certificate candidates in Great Britain, that attitude to school was found to correlate significantly with attitude toward teaching as a career. He also found that the socio-economic level of the home did not appear to affect attitude toward teaching as a career (6, pp. 63-69).

Fielstra (7, pp. 659-667) and Tudhope (20, pp. 129-141), in their separate studies, found that the decision to become a teacher was made sometime before high school graduation and that the decision was made earlier by girls than boys in most instances. Tudhope found that of the men, more than two-thirds made the decision to become a teacher between the ages of sixteen and seventeen. Of the women, two-thirds had made the decision to become a teacher between the ages of fourteen and sixteen. Fielstra found that of all the students enrolled in a teacher training program, only thirty-one per cent had been given any acquaintance with the opportunities of teaching, through the high school guidance program.

Stefflre found that students differentiate among the three levels of teaching (elementary, secondary, and university). He found that college teaching has the highest prestige, secondary school teaching is



next, with elementary teaching the lowest. The most important factors in determining the relatively low level of prestige in the students' perception of teaching, are money and job freedom (19, pp. 443-449).

The literature which bears directly on the proposed topic is practically non-existent. The trend appears to be in the area of descriptive works which attempt to summarize the general image which society holds of the teacher. Waldrip's study appears to be the most closely related. However, he is concerned solely with adult perception of the teacher image.

In the present study, an attempt will be made to clarify the image of the teacher, as perceived by students. It is hoped that the study will indicate some of the areas where differences in the perceived image of the teacher exist between sub-groups of students, when divided on the basis of sex, socio-economic status, achievement, and grade. In addition, some of the differences between those choosing teaching as an occupation and those choosing other occupations, should be indicated.



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## CHAPTER III

### RESEARCH METHODOLOGY

This chapter includes a description of the instrumentation and methodology used to collect and treat the data.

#### I. DATA COLLECTION

The data for this study were collected through the use of a questionnaire entitled the "High School Students Values Inventory." This inventory was originally used to collect data for a larger study.

The questionnaire was administered to 10,019 students in the Edmonton Public School System in Grades ten, eleven, and twelve during 1967. The sample used for this study was randomly selected from this population.

#### II. THE SAMPLE

The total population was not used for this particular study. A random sample of 1500 students was selected. Out of the total sample of 1500 there were 114 repeats. However, due to the complete randomness of the selection it was considered statistically legitimate to use these repeats in the analyses.

The computer programme used to generate the random sample apparently had not been used in this manner at this institution. The generated sample was completely random, with replacement. In other words, every number between one and 10,019 had an equal chance of being selected every time. This resulted in the 114 repeats mentioned above.



Tables I and II provide a summary of the original population and the random sample that was selected. It can be seen that the sample distribution was relatively close to that of the total population.

### III. THE QUESTIONNAIRE

The instrument was developed by D. Friesen, W. D. Knill, and E. Ratsoy, Department of Educational Administration, University of Alberta, Edmonton, Alberta. The questionnaire was developed as a survey instrument to determine student values on a variety of topics. This study was concerned only with those parts of the questionnaire pertaining to certain selected characteristics and the entire section dealing with the images of different occupations. (See Appendix, p. 83).

#### Socio-Economic Status Scale

A modified version of Gough's Home Index Scale was used to determine the socio-economic status of the students. The scale consists of twenty items (items 73 to 92) concerned with the acquisition of material goods, family values, and the level of education which parents have attained. For each affirmative answer, the student is given a score of one, thus making a score of twenty the maximum.

The scale has been successfully used in three previous Alberta studies, by Elley (2), Greenfield (3), and Benoit (1).

The score obtained on the scale placed each student in one of five groups, as shown below:



TABLE I  
POPULATION AND SAMPLE DISTRIBUTION  
BY SOCIO-ECONOMIC STATUS

	SOCIO-ECONOMIC STATUS				
	1	2	3	4	5
POPULATION	1534 (15.8%)	1687 (17.4%)	3358 (34.6%)	1696 (17.5%)	1433 (14.8%)
SAMPLE	233 (15.5%)	239 (15.9%)	524 (34.9%)	263 (17.5%)	241 (16.0%)

TABLE II  
POPULATION AND SAMPLE DISTRIBUTION  
BY ACADEMIC ACHIEVEMENT\*

	ACHIEVEMENT				
	0-39%	40-49%	50-64%	65-79%	80-100%
POPULATION	67 (0.7%)	771 (8.0%)	4925 (51.2%)	3211 (33.4%)	651 (6.8%)
SAMPLE	14 (.93%)	119 (7.9%)	730 (48.7%)	502 (33.5%)	96 (6.4%)

\*See questionnaire (question 6).



<u>Total Score</u>	<u>Socio-Economic Group</u>
0 - 8	1
9 - 10	2
11 - 13	3
14 - 15	4
16 - 20	5

As already indicated, Table I provides the frequency distribution by socio-economic group for the population as well as for the sample.

#### Image Index Scale

Items ninety-three to one hundred twenty from the Students Value Inventory, are concerned with the comparative images of five selected occupations. The items are listed in dichotomous pairs. For purposes of obtaining a comparative image score for each occupation, the occupation selected first was given a rating of five, the occupation selected last was given a rating of one. Any occupation between these two was given a rating of three. For example, if item ninety-three was marked with an A and item ninety-four with an E, then the following rating would result for that particular pair of questions:

Social Worker	Teacher	Doctor	Nurse	Lawyer
5	3	3	3	1

The mean rating for the total sample was used in determining the comparative image for each occupation on the various items. As a result the mean scores were continuous, falling anywhere between one and five.

When comparing the teacher image, as perceived by sub-groups of students, those students who chose the teacher on item ninety-three





would have a five in that column. If they chose the teacher in item ninety-four they would have a one. If they chose some other occupation for both items they would have a three. In other words items ninety-three and ninety-four have been combined to form one variable on which the teacher is given a rating of one, three or five by each student in the sample. The fourteen variable pairs are outlined in questions ninety-three to one hundred twenty of the questionnaire in the Appendix.

#### IV. ASSUMPTIONS AND LIMITATIONS

##### Assumptions

1. It was assumed that the socio-economic scale and the image index scale would give reliable and valid measurements of the variables being studied.
2. It was assumed that for purposes of statistical analysis, the scales developed from the questionnaire were interval scales.

##### Delimitations

1. This study considers the image of the teacher as perceived by Edmonton students. The findings should not be generalized further.
2. Since the image of the teacher changes with the passage of time, it should be recognized that this study is only indicative of the teacher image at the time the questionnaire was administered.

##### Limitations

1. The analyses, which were both bivariate and multivariate, did not account for all the variables operative in all the relationships investigated.



2. This study was confined to certain variables which are considered to be indicative of an image. These are prestige, training, competence, service per dollar, activity in the community, political activity, contribution to the total good of everyone, income, sociability, and professionalism. The majority of these have been used in previous research and are considered to be indicative of an image.

3. The teachers' image will be compared with four other occupations, namely, those of the doctor, lawyer, nurse and social worker. These were selected partially on the basis of common provision of service to the community and also on the basis of O'Dowd and Beardslee's correlation of the teachers' profile with other high level occupation profiles (1, p. 252). In their study, the image of the teacher and that of Social Worker correlated at the  $+0.86$  level, Doctor at the  $+0.49$  level, and Lawyer at the  $+0.23$  level. It may be seen that some attempt was made to select occupations which provided a relatively wide range of disparity from the profile of the teacher.

4. The characteristics, upon which students were sub-grouped, have been restricted to sex, socio-economic status, academic achievement, and grade level.

5. The students' choice of occupation was limited to the five occupations being compared in this study.

## V. TREATMENT OF THE DATA

This section describes how the data were organized and treated. It also specifies the research hypotheses and the procedures used in examining the data.



Although this study was primarily descriptive, it may also be labeled exploratory because of the nature of the research purposes. Selltiz differentiates between various research designs according to the purpose of the research and has suggested the following:

1. The purpose of exploratory studies is:
  - . . . to gain familiarity with a phenomenon or to achieve new insights into it, often in order to formulate a more precise research problem or to develop hypotheses.
2. Descriptive studies have one or both of the following purposes:
  - . . . to portray accurately the characteristics of a particular individual, situation, or group (with or without specific initial hypotheses about the nature of these characteristics):
  - . . . to determine the frequency with which something occurs or with which it is associated with something else (usually, but not always, with a specific initial hypotheses) (2, p. 50ff).

### Data Organization

The data were entered on punch cards and verified. They were then transferred to tape. Analyses were carried out using the ANOVA 15 programme (One-Way Analysis of Variance) with the IBM 360/67 computer at the University of Alberta. Newman-Keuls Comparisons were run on each analysis to determine differences between categories within the various sub-groups.

### Research Hypotheses

One major problem with two sub-problems formed the basis for the statistical analyses described here. The first hypothesis was that the ratings given teachers, by the students, on fourteen pairs of



attitude questions, would be significantly different than the ratings given the four other occupations. This hypothesis was formed on the basis of O'Dowd's correlation of high level occupations (1, p. 252).

The first sub-problem deals with variations in the image of the teacher due to differences in selected characteristics of the students. The first hypothesis formed from this problem was that there will be a significant difference in the perception of the image of the teacher between male students and female students. The literature suggests that female students tend to perceive the image of the teacher more favourably than male students. Several other hypotheses were formed with regard to selected characteristics of the students. These stated that there is a significant difference in the image of the teacher as perceived by sub-groups of students, classified on the basis of selected characteristics, and controlling for sex. The literature also indicated that students who have a higher academic standing have a more favourable image of the teacher. Finally it was pointed out that there tends to be a change in the perception of the image of the teacher as the student moves up through the various grade levels.

The second sub-problem resulted in the hypothesis that there is a significant difference in the perceived image of the teacher, between those who select teaching as a career and those who choose other career occupations. The rationale in this hypothesis is that persons tend to adjust their attitudes and behaviour to conform with the attitudes and values of the reference group in which they plan to obtain membership at some future date. Therefore students, who plan





to enter the teaching profession, may have a different perception of the teacher image, than students who plan to enter other occupations.

Specific statement of the research hypotheses. This section contains a specific statement of the research hypotheses described in the previous section. In each case a null hypothesis and an alternate hypothesis are stated in verbal form.

1.1 Null Hypothesis. Taken individually, or in combination with other pairs of variables, there is no significant difference between the image of the teacher and the images of four other occupations.

1.2 Alternate. Taken individually, or in combination with other pairs of variables, there is a significant difference between the image of the teacher and the images of four other occupations.

2.1 Null Hypothesis. There is no significant difference between the image of the teacher, as perceived by males, and the image of the teacher as perceived by females.

2.2 Alternate. There is a significant difference between the image of the teacher, as perceived by males and the image of the teacher as perceived by females.

3.1 Null Hypothesis. There is no significant difference between the image of the teacher, as perceived by sub-groups of students, when classified on the basis of the following selected characteristics:

3.2 socio-economic status

3.3 academic achievement

3.4 grade level

When controlling for sex.



3.5 Alternate. There is a significant difference in the image of the teacher, as perceived by sub-groups of students, when classified on the basis of the following selected characteristics.

3.6 socio-economic status

3.7 academic achievement

3.8 grade level

When controlling for sex.

4.1 Null Hypothesis. There is no difference between the image of the teacher, as perceived by those selecting teaching as a career and those selecting other occupations.

4.2 Alternate. There is a significant difference between the image of the teacher as perceived by those selecting teaching as a career, and those selecting other occupations.

Research hypothesis testing. All hypotheses were tested using Analysis of Variance. For each analysis, the level of significance, in terms of alpha error was set (a priori) at the one per cent level ( $p = .01$ ).

## V. SUMMARY

The purpose of this chapter has been to describe the instrumentation and methodology used in the research design. Two major purposes formed the basis of this study: (1) to describe the image of the teacher in comparison with four other occupations; and (2) to determine whether the image of the teacher varies when students are grouped on the basis of selected characteristics.



A questionnaire was used to elicit information from students in the Edmonton Public School System, who were enrolled in grades ten, eleven, and twelve. Information from selected questions was tabulated for this study.

Research hypotheses stemming from the literature and research were stated in the form of Null and Alternate hypotheses. Data relevant to these hypotheses were tested using one-way analysis of variance.



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## CHAPTER IV

### A COMPARATIVE IMAGE OF THE TEACHER

A major purpose of this research was to examine student perception of the image of the teachers, in comparison with four other occupations. This chapter is primarily concerned with questions ninety-three to one hundred and twenty of the questionnaire. The major focus of this chapter is on the way students perceive the image of the teacher in relation to four other occupations.

The null and alternate hypotheses, the statistical tests which were used to examine these, and the significant results are discussed. This is followed by a chapter summary.

#### The Teacher Image in Comparison with Four Other Occupations

Hypothesis 1.1 stated that there was no significant difference between the image of the teacher and the images of the doctor, nurse, lawyer and social worker. Hypothesis 1.2 (alternate) stated that there was a significant difference between the image of the teacher and the images of the four other occupations.

In order to test the above hypotheses, one-way analysis of variance (1, p. 290) was used to compare the variance in scores between the images of the five occupations with the variance in scores within any single occupation. The resulting F ratio on all fourteen variables was significant beyond the .01 level of confidence. On this basis, the null hypothesis, that there was no difference between the image of the teacher and the other four occupations, was rejected. The alternate hypothesis was then accepted for all fourteen variables.



Table III shows the mean scores for the five occupations on the fourteen variables and indicates where the F ratio was significant beyond the .01 level.

Since the observed F ratio, for the means of five occupations on fourteen variables, exceeded the critical value at the .01 level, the differences between the means was investigated with the Newman-Keuls test (2, p. 102) for a comparison of means. The results of these tests are shown in Tables IV to XVII.

The Newman-Keuls test showed a significant difference between the image of the teacher and the images of all four other occupations on seven variables. These were: Competence; Service per dollar; Activity in service work; Contribution to the total good of everyone; Average income; The occupation which should have highest average income; and Sociability. On the variables of prestige, training requirements and professionalism, the teacher image was significantly different from the other occupations except that of the Nurse. On the variables of shortage of qualified personnel and activity in politics, the teacher was perceived as being significantly different from the other occupations except that of the Doctor. On the variable that he should require more training, the teacher was perceived as significantly different from all occupations except that of the Lawyer. Finally, on contributions to the community the teacher was seen as being significantly different from the occupations of the Lawyer and Nurse but not from those of Social Worker and Doctor.

### Discussion

The analysis of the data indicated that the image of the teacher,



TABLE III  
 MEAN SCORE FOR FIVE OCCUPATIONS  
 ON FOURTEEN VARIABLES  
 (N = 1500)

AREA	Social Worker	Teacher	Doctor	Nurse	Lawyer	
Community Contributions	3.41	3.47	3.45	2.54	2.11	*
Prestige	2.06	2.60	3.74	2.62	3.94	*
Shortage of Qualified Personnel	3.31	3.12	3.14	2.98	2.40	*
Requires Most Training	2.00	2.56	4.46	2.63	3.34	*
Should Require Most Training	2.08	2.95	4.30	2.63	3.05	*
Competent Personnel	2.60	2.36	3.80	2.99	3.23	*
Service Per Dollar	3.15	3.39	3.18	2.98	2.28	*
Active in Service Work	4.67	2.94	2.63	2.77	1.99	*
Active In Politics	2.66	2.88	2.80	1.95	4.70	*
Contributes to Total Good	3.10	3.32	3.72	2.65	2.20	*
Income	2.11	2.65	3.76	2.42	4.03	*
Should Have Highest Income	2.49	2.82	4.10	2.56	3.01	*
Sociability	3.13	2.68	3.29	3.02	2.88	*
Professional	1.92	2.62	4.24	2.66	3.53	*

\*F ratio Significant at the .01 level.



TABLE IV  
NEUMAN-KEULS COMPARISON OF MEANS  
ON COMMUNITY CONTRIBUTIONS

Occupation	Teacher	Doctor	Social Worker	Nurse	Lawyer
Lawyer	**	**	**	**	--
Nurse	**	**	**	--	
Social Worker	--	--	--		
Doctor	--	--			
Teacher	--				

\*\*Significant at the .01 level.

TABLE V  
NEUMAN-KEULS COMPARISON OF MEANS  
ON PRESTIGE

Occupation	Lawyer	Doctor	Nurse	Teacher	Social Worker
Social Worker	**	**	**	**	--
Teacher	**	**	--	--	
Nurse	**	**	--		
Doctor	**	--			
Lawyer	--				

\*\*Significant at the .01 level.





TABLE VI  
NEUMAN-KEULS COMPARISON OF MEANS ON SHORTAGE  
OF QUALIFIED PERSONNEL

Occupation	Social Worker	Doctor	Teacher	Nurse	Lawyer
Lawyer	**	**	**	**	--
Nurse	**	**	**	--	
Teacher	**	--	--		
Doctor	**	--			
Social Worker	--				

\*\*Significant at the .01 level.

TABLE VII  
NEUMAN-KEULS COMPARISON OF MEANS  
ON TRAINING REQUIREMENTS

Occupation	Doctor	Lawyer	Nurse	Teacher	Social Worker
Social Worker	**	**	**	**	--
Teacher	**	**	--	--	
Nurse	**	**	--		
Lawyer	**	--			
Doctor	--				

\*\*Significant at the .01 level.



TABLE VIII

NEUMAN-KEULS COMPARISON OF MEANS  
ON SHOULD REQUIRE TRAINING

Occupation	Doctor	Lawyer	Teacher	Nurse	Social Worker
Social Worker	**	**	**	**	--
Nurse	**	**	**	--	
Teacher	**	--	--		
Lawyer	**	--			
Doctor	--				

\*\*Significant at the .01 level.

TABLE IX

NEUMAN-KEULS COMPARISON OF MEANS  
ON COMPETENCE

Occupation	Doctor	Lawyer	Nurse	Social Worker	Teacher
Teacher	**	**	**	**	--
Social Worker	**	**	**	--	
Nurse	**	**	--		
Lawyer	**	--			
Doctor	--				

\*\*Significant at the .01 level.



TABLE X  
NEUMAN-KEULS COMPARISON OF MEANS  
ON SERVICE PER DOLLAR

Occupation	Teacher	Doctor	Social Worker	Nurse	Lawyer
Lawyer	**	**	**	**	--
Nurse	**	**	**	--	
Social Worker	**	--	--		
Doctor	**	--			
Teacher	--				

\*\*Significant at the .01 level.

TABLE XI  
NEUMAN-KEULS COMPARISON OF MEANS  
ON ACTIVITY IN SERVICE WORK

Occupation	Social Worker	Teacher	Nurse	Doctor	Lawyer
Lawyer	**	**	**	**	--
Doctor	**	**	**	--	
Nurse	**	**	---		
Teacher	**	--			
Social Worker	--				

\*\*Significant at the .01 level.



TABLE XII  
NEUMAN-KEULS COMPARISON OF MEANS  
ON ACTIVITY IN POLITICS

Occupation	Lawyer	Teacher	Doctor	Social Worker	Nurse
Nurse	**	**	**	**	--
Social Worker	**	**	**	--	
Doctor	**	--	--		
Teacher	**	--			
Lawyer	--				

\*\*Significant at the .01 level.

TABLE XIII  
NEUMAN-KEULS COMPARISON OF MEANS  
ON CONTRIBUTIONS TO TOTAL GOOD

Occupation	Doctor	Teacher	Social Worker	Nurse	Lawyer
Lawyer	**	**	**	**	---
Nurse	**	**	**	--	
Social Worker	**	**	---		
Teacher	**	--			
Doctor	--				

\*\*Significant at the .01 level.





TABLE XIV  
NEUMAN-KEULS COMPARISON OF MEANS  
ON AVERAGE INCOME

Occupation	Lawyer	Doctor	Teacher	Nurse	Social Worker
Social Worker	**	**	**	**	--
Nurse	**	**	**	--	
Teacher	**	**	--		
Doctor	**	--			
Lawyer	--				

\*\*Significant at the .01 level.

TABLE XV  
NEUMAN-KEULS COMPARISON OF MEANS ON OCCUPATION  
WHICH SHOULD HAVE HIGHEST INCOME

Occupation	Doctor	Lawyer	Teacher	Nurse	Social Worker
Social Worker	**	**	**	--	--
Nurse	**	**	**	--	
Teacher	**	**	--		
Lawyer	**	--			
Doctor	--				

\*\*Significant at the .01 level.



TABLE XVI  
NEUMAN-KEULS COMPARISON OF MEANS  
ON SOCIABILITY

Occupation	Doctor	Social Worker	Nurse	Lawyer	Teacher
Teacher	**	**	**	**	--
Lawyer	**	**	**	--	
Nurse	**	--	--		
Social Worker	**	--			
Doctor	--				

\*\*Significant at the .01 level.

TABLE XVII  
NEUMAN-KEULS COMPARISON OF MEANS  
ON PROFESSIONALISM

Occupation	Doctor	Lawyer	Nurse	Teacher	Social Worker
Social Worker	**	**	**	**	--
Teacher	**	**	--	--	
Nurse	**	**	--		
Lawyer	**	--			
Doctor	--				

\*\*Significant at the .01 level.



as perceived by students, was significantly different from all other occupations on seven variables, from three other occupations on six variables, and from two other occupations on one variable.

The teacher image, in comparison with the four other occupations, ranked above the median on the following variables: Community contributions; Service per dollar; Activity in service work; Activity in politics; and Contributions to total good of everyone. The image of the teacher was below the median on the following variables: Prestige; Current training requirements; Competence; Sociability; and Professionalism. On the variables of: Shortage of qualified personnel; Training requirements that should be required; Income; and Occupation which should have the highest income; the mean score of the teacher was the median.

### Summary

The purpose of this chapter was to provide a brief overview of the image of the teacher in comparison to the image of the doctor, lawyer, nurse, and social worker, on fourteen selected variables. The analysis indicated that the image of the teacher differs significantly from all the other occupations on seven variables and from at least two of the occupations on the remaining variables. Thus, the null hypothesis was rejected and the alternate accepted.

The general trend indicated by the analysis was that the image of the teacher, as perceived by students, is generally above average on "service" variables, but below average on "status" variables. Perhaps one of the most interesting results was that teachers are perceived



to be significantly less competent than lawyers, doctors, nurses or social workers.





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## CHAPTER V

### VARIANCES IN THE TEACHER IMAGE RELATED TO SELECTED CHARACTERISTICS OF STUDENTS

The first sub-problem, as outlined in Chapter III, was to analyze the data to determine if there was any variance in the image of the teacher resulting from the sub-division of students on the basis of selected characteristics, namely: sex, socio-economic status, academic achievement, and grade level.

This chapter is concerned only with differences in perception of the teacher image between various sub-groups of students. The null and alternate hypotheses, the statistical tests which were used to examine these, and the significant results are discussed. This is followed by a chapter summary.

#### Relationship Between the Teacher Image and Sex of Student

Hypothesis 2.1 (Null) stated that there was no significant difference between the image of the teacher, as perceived by males, and the image as perceived by females. Hypothesis 2.2 (Alternate) stated that there was a significant difference between the image of the teacher as perceived by males and the image as perceived by females.

In order to test the above hypotheses a "t" test was used to compare the mean scores of male and female students, on each of the fourteen variables. The resulting "t" ratio was significant at the .01 level on five of the fourteen variables. These were: Shortage of qualified personnel; Current training requirements; Income; Occupation which should have highest income; and Professionalism. On the basis of these results, the null hypothesis (2.1) had to be accepted for the



nine variables where there were no significant differences. In the case of the five variables listed above, where significance was found at the .01 level, the null hypothesis had to be rejected and the alternate (2.2) accepted. Table XVIII shows the mean scores for male and female sub-groups on the fourteen variables, and indicates where the F ratio was significant beyond the .01 level.

### Discussion

The analysis indicated that, in the five areas where a significant difference was found, the males, in comparison with females, felt that there was a greater shortage of qualified personnel among teachers; that teachers required more training; that teachers have a higher income; should have a higher income; and teachers are more professional. In other words, male students have a more favourable image of the teacher in the sense that they felt teachers should have a higher income and that teachers were more professional.

In the five cases, where there was a significant difference between males and females, it will be necessary to control for sex on the remaining sub-divisions if there is a significant difference on these five variables between further sub-groups.

### Relationship Between the Teacher Image and Socio-Economic Status

Hypothesis 3.2 (null) stated that there was no significant difference in the image of the teacher as perceived by sub-groups of students classified on the basis of socio-economic status. Hypothesis 3.6 (alternate) stated that there was a significant difference in the teacher image between sub-groups of students classified on the basis



TABLE XVIII  
MEAN SCORE ON SELECTED ITEMS FOR TEACHER ONLY  
WHEN SUB-GROUPING BY SEX

Area	Male Mean Score	Female Mean Score	
Community Contributions	3.52	3.42	
Prestige	2.64	2.57	
Shortage of Qualified Personnel	3.25	3.00	*
Requires Most Training	2.63	2.48	*
Should Require Most Training	2.99	2.90	
Competent Personnel	2.35	2.35	
Service Per Dollar	3.41	3.36	
Active in Service Work	2.98	2.90	
Active in Politics	2.89	2.85	
Contributes to Total Good	3.40	3.24	
Income	2.72	2.60	*
Should Have Highest Income	2.93	2.70	*
Sociability	2.73	2.61	
Professional	2.70	2.53	*

\*t Ratio significant at the .01 level.





of socio-economic status.

In order to test the above hypotheses a one-way analysis of variance was used. The resulting F ratio was found to be significant beyond the .01 level of confidence on three variables. These were community contributions, competence, and contributions to the total good of everyone. On this basis the null hypothesis (3.2) was rejected for these three variables and the alternate (3.6) accepted. For the remaining eleven variables the null hypothesis (3.2) was accepted. Table XIX shows the mean score for teachers as perceived by the five socio-economic groups, and indicates whether the F ratio was significant beyond the .01 level.

Since the observed F ratio, for the means of the five socio-economic groups, exceeded the .01 level, the differences between the means was investigated with the Neuman-Keuls test for a comparison of means. The results of these tests are shown in Tables XX, XXI, and XXII.

The Neuman-Keuls test showed that, on the variable community contributions, the highest socio-economic class rated the teacher significantly higher than did the two lowest socio-economic groups but not significantly higher than the third or fourth groups. The fourth socio-economic group rated the teacher higher than did the first or second group but not the third. The third group rated the teacher significantly higher than did the first or second group. On the competence variable, the two lowest socio-economic groups in comparison with the highest socio-economic group, perceived the teacher as being



TABLE XIX  
MEAN SCORE ON SELECTED ITEMS FOR TEACHER ONLY  
WHEN SUB-GROUPING BY SOCIO-ECONOMIC STATUS

Area	Socio-Economic Status					
	1 (Low)	2	3	4	5 (High)	
Community Contributions	3.15	3.26	3.31	3.62	3.72	*
Prestige	2.58	2.61	2.54	2.69	2.63	
Shortage of Qualified Personnel	3.08	3.16	3.21	2.96	3.09	
Requires Most Training	2.66	2.56	2.56	2.50	2.45	
Should Require Most Training	2.93	2.92	2.99	2.90	2.91	
Competent Personnel	2.56	2.46	2.31	2.38	2.09	*
Service Per Dollar	3.31	3.50	3.43	3.31	3.33	
Active in Service Work	2.96	2.92	2.88	2.99	3.00	
Active in Politics	2.93	2.89	2.92	2.81	2.78	
Contributes to Total Good	3.23	3.21	3.26	3.41	3.55	*
Income	2.56	2.66	2.63	2.69	2.71	
Should Have Highest Income	2.80	2.74	2.85	2.84	2.83	
Sociability	2.69	2.59	2.62	2.66	2.84	
Professional	2.65	2.50	2.60	2.62	2.74	

\*F ratio significant at the .01 level



TABLE XX  
NEUMAN-KEULS COMPARISON OF MEANS FOR SOCIO-ECONOMIC  
GROUPS ON TEACHER CONTRIBUTION TO COMMUNITY

SES	5	4	3	2	1
1	**	**	**	--	--
2	**	**	--	--	
3	--	--	--		
4	--	--			
5	--				

\*\*Significant at the .01 level.

TABLE XXI  
NEUMAN-KEULS COMPARISON OF MEANS FOR SOCIO-ECONOMIC  
GROUPS ON TEACHER COMPETENCE

SES	1	2	4	3	5
5	**	**	--	--	---
3	--	--	--	--	
4	--	--	--		
2	--	--			
1	--				

\*\*Significant at the .01 level.



TABLE XXII

NEUMAN-KEULS COMPARISON OF MEANS FOR SOCIO-ECONOMIC  
GROUPS ON TEACHER CONTRIBUTION TO TOTAL GOOD

SES	5	4	3	2	1
1	--	--	--	--	--
2	--	--	--	--	
3	--	--	--		
4	--	--			
5	--				





significantly more competent. On the third variable, contributions to the total good of everyone, there was no significant difference between the five socio-economic groups.

### Discussion

The analysis of differences in the teacher image between five socio-economic groups of students revealed that there was a significant difference between the groups on only two variables. The two highest socio-economic groups felt that the teacher contributes more to the community than did the two lowest groups. Also the third or middle socio-economic group felt that the teacher contributes more than did the lowest socio-economic group. This trend was almost reversed on the second significant variable - competence. In this case the two lowest socio-economic groups felt that the teacher was significantly more competent than did the highest socio-economic group.

### Relationship Between the Teacher Image and Academic Achievement

Hypothesis 3.3 (null) stated that there was no significant difference in the image of the teacher as perceived by sub-groups of students when classified on the basis of academic achievement. Hypothesis 3.7 (alternate) stated that there was a significant difference in the image of the teacher, as perceived by sub-groups of students, classified on the basis of academic achievement.

In order to test the above hypothesis a one-way analysis of variance was used. The resulting F ratio was found to be significant beyond the .01 level on three variables. These were community contributions, competence, and contributions to the total good. On this



basis the null hypothesis was rejected for these three variables and the alternate accepted. For the remaining eleven variables the null hypothesis was accepted. Table XXIII shows the mean scores for teachers, as perceived by the five academic achievement groups, and indicates whether the F ratio was significant beyond the .01 level.

Since the F ratio exceeded the .01 level on three variables, the differences between the means was investigated with a Neuman-Keuls test. The results of these tests are shown in Tables XXIV, XXV, and XXVI.

The Neuman-Keuls test showed that, on the variable community contributions, the three highest achievement groups (50% - 100%) rated the teacher higher than did the lowest achievement group. On the variable of competence, it was found that the lowest achievers rated the teacher as being significantly more competent than did the highest achievers, but not significantly different from the other groups. On the third variable, contributions to total good, the Neuman-Keuls test showed no significant differences between the groups.

### Discussion

The above analysis revealed a significant difference, between academic achievement sub-groups, on only two variables. These were community contributions and competence. On the former, the three highest achievement groups perceived the teacher as contributing significantly more to the community than the lowest achievement group. On the latter, the reverse was found with the lowest achievers perceiving the teacher as significantly more competent than the highest achievers.



TABLE XXIII

MEAN SCORE ON SELECTED ITEMS FOR TEACHER ONLY WHEN SUB-GROUPING  
BY ACADEMIC ACHIEVEMENT

Area	Academic Achievement					+
	0-39	40-49	50-64	65-79	80-100	
Community Contributions	2.71	3.16	3.42	3.60	3.66	*
Prestige	2.57	2.57	2.61	2.61	2.58	
Shortage of Qualified Personnel	3.14	3.18	3.07	3.17	3.27	
Requires Most Training	2.71	2.68	2.57	2.51	2.39	
Should Require Most Training	3.42	2.88	2.93	2.96	3.04	
Competent Personnel	2.85	2.51	2.47	2.17	1.81	*
Service Per Dollar	3.42	3.13	3.33	3.49	3.56	
Active in Service Work	2.85	3.05	2.91	2.93	3.08	
Active in Politics	2.57	2.84	2.91	2.82	2.81	
Contributes to Total Good	2.85	2.91	3.29	3.42	3.54	*
Income	3.28	2.61	2.61	2.68	2.72	
Should Have Highest Income	2.85	2.69	2.76	2.86	3.02	
Sociability	2.42	2.63	2.63	2.70	2.83	
Professional	2.85	2.56	2.62	2.62	2.60	

\*F ratio significant at .01 level



TABLE XXIV  
NEUMAN-KEULS COMPARISON OF MEANS FOR ACHIEVEMENT  
GROUPS ON TEACHER CONTRIBUTION TO COMMUNITY

Academic Achievement	5	4	3	2	1
1	**	**	**	---	---
2	---	---	---	---	
3	---	---	---		
4	---	---			
5	---				

\*\*Significant at the .01 level.

TABLE XXV  
NEUMAN-KEULS COMPARISON OF MEANS FOR ACHIEVEMENT  
GROUPS ON TEACHER COMPETENCE

Academic Achievement	1	2	3	4	5
5	**	---	---	---	---
4	---	---	---	---	
3	---	---	---		
2	---	---			
1	---				

\*\*Significant at the .01 level.





TABLE XXVI

NEUMAN-KEULS COMPARISON OF MEANS FOR ACHIEVEMENT  
GROUPS ON TEACHER CONTRIBUTION TO TOTAL GOOD

Academic Achievement	5	4	3	2	1
1	--	--	---	--	--
2	--	--	--	--	
3	---	---	--		
4	--	--			
5	---				



### Relationship Between the Teacher Image and Grade Level

Hypothesis 3.4 (null) stated that there was no significant difference in the image of the teacher as perceived by students, when classified on the basis of grade level. Hypothesis 3.8 (alternate) stated that there was a significant difference in the image of the teacher as perceived by students, when classified on the basis of grade level.

In order to test the above hypotheses a one-way analysis of variance was used. The resulting F ratio was found to be significant beyond the .01 level on one of the fourteen variables. This was the variable of competence. On this basis the null hypothesis was rejected for the competence variable and the alternate accepted. For the remaining thirteen variables the null hypothesis was accepted. Table XXVII shows the mean score for teachers, on the fourteen variables, as perceived by students in the three grade levels, and indicates whether the F ratio is significant beyond the .01 level.

Since the F ratio exceeded the .01 level on one variable, the differences between the means was investigated with a Neuman-Keuls test. The results of the test are shown in Table XXVIII.

The Neuman-Keuls test found that, on the competence variable, the Grade 10 students perceived the teacher as being significantly more competent than did the Grade 12 students.

### Discussion

The above analysis revealed that the only significant difference between sub-groups of students, classified on the basis of grade level, was on the competence variable. In this case the Grade 10 students



TABLE XXVII  
MEAN SCORE ON SELECTED ITEMS FOR TEACHER ONLY  
WHEN SUB-GROUPING BY GRADE

Area	X	XI	XII
Community Contributions	3.41	3.51	3.50
Prestige	2.69	2.58	2.55
Shortage of Qualified Personnel	3.09	3.14	3.16
Requires Most Training	2.62	2.57	2.47
Should Require Most Training	2.91	2.94	3.00
Competent Personnel	2.53	2.37	2.11 *
Service Per Dollar	3.31	3.49	3.40
Active in Service Work	2.91	2.96	2.94
Contributes to Total Good	3.32	3.24	3.39
Income	2.60	2.62	2.73
Should Have Highest Income	2.80	2.82	2.78
Sociability	2.61	2.62	2.76
Professional	2.66	2.57	2.60

\*F ratio significant at .01 level



TABLE XXVIII  
NEUMAN-KEULS COMPARISON OF MEANS FOR GRADE LEVELS  
ON TEACHER COMPETENCE

Grade Level	10	11	12
12	**	---	---
11	---	---	
10	---		

\*\*Significant at the .01 level.





perceived the teacher as significantly more competent than did the grade 12 students.

### Summary

The above analyses indicated that the highest number of significant differences occurred when students were grouped on the basis of sex. On the five variables, where significant sex differences occurred, the males appeared to have the more favourable image of the teacher. This was reflected in the fact that males, as compared to females, felt that teachers should have a higher income and that teachers were more professional.

When students were classified on the basis of socio-economic status, there were three variables where a significant difference was found. On these, the higher socio-economic group, in comparison with the low socio-economic groups, perceived the teacher as contributing more to the community and to the total good, but being less competent. The low socio-economic group, in comparison with the higher groups, felt the teacher was more competent, but contributed less.

Significant differences on these same three variables, contributions to community, competence and contributions to total good, were found when students were divided on the basis of academic achievement. In this case the highest achievers, in comparison with low achievers, perceived the teacher as contributing more to the community but being less competent. The lower achievers felt the teacher was more competent, but contributed less to the community.

Sub-grouping students on the basis of grades revealed only one significant difference in perception of the teacher image. This was on



the competence variable, where the Grade 10 students perceived the teacher as being significantly more competent than did the Grade 12 students.

The preceding analyses revealed significant differences, between various sub-groups of students, on three main variables. These were community contributions, competence, and contributions to the total good of everyone. Sub-grouping students, on the basis of selected characteristics, revealed no significant differences on the five variables where there were significant sex differences. Therefore, there was no need to control for sex.



## CHAPTER VI

### THE RELATION OF OCCUPATIONAL CHOICE TO THE TEACHER IMAGE

The second sub-problem of this study was to analyze the data to determine whether any significant differences occurred in student perception of the teacher image, when students were subgrouped on the basis of their occupational choice.

This chapter is primarily concerned with the image of the teacher, as perceived by students who plan to be teachers, in comparison with students who plan to take up other occupations. The null and alternate hypotheses, the statistical tests which were used to examine these, and the significant results are discussed. This is followed by a summary to the chapter.

#### Relationship Between the Teacher Image and Occupational Choice of Student

Hypothesis 4.1 (null) stated that there was no difference between the image of the teacher, as perceived by those selecting teaching as a career, and those selecting other occupations. Hypothesis 4.2 (alternate) stated that there was a significant difference between the image of the teacher as perceived by those selecting teaching as a career, and those selecting other occupations.

In order to test the above hypotheses a one-way analysis of variance was used. The resulting F ratio was significant beyond the .01 level on eight of the fourteen variables. These were: Community contributions; Shortage of Qualified Personnel; Current training requirements; The occupation which requires the most training;



Contribution to total good; The occupation which should have the most income; Sociability; and Professionalism. On this basis the null hypothesis was rejected for these eight variables and the alternate accepted. For the remaining six variables the null hypothesis was accepted. Table XXIX shows the mean scores for the teacher, on fourteen variables, as perceived by sub-groups of students, classified on the basis of occupational choice.

Since the observed F ratio exceeded the critical value at the .01 level, the differences between the means was investigated with the Neuman-Keuls test for a comparison of means. The results of these tests are shown in Tables XXX to XXXVII.

The Neuman-Keuls test showed a significant difference between the means on all the significant variables except the occupation which should require the most training. On the community contribution variable, those selecting teaching as their occupational choice, perceived the teacher as contributing significantly more, than did those choosing other occupations. On the shortage of qualified personnel variable, those selecting teaching saw the teaching profession as having a significantly greater shortage of qualified personnel than did those students choosing social work or nursing. The Neuman-Keuls test showed that, on the training requirement variable, those students choosing teaching, law, and medicine, felt that the teacher required significantly more training than did those students choosing social work. On the contributions to the total good variable, those choosing teaching felt that the teacher





TABLE XXIX

MEAN SCORE ON SELECTED ITEMS FOR TEACHER ONLY WHEN  
SUB-GROUPING BY OCCUPATIONAL CHOICE

Area	Occupational Choice					
	Social Worker	Teacher	Doctor	Nurse	Lawyer	
N	270	225	364	149	446	
Community Contributions	3.23	3.82	3.46	3.38	3.44	*
Prestige	2.54	2.67	2.67	2.67	2.55	
Shortage of Qualified Personnel	2.86	3.28	3.10	2.90	3.25	*
Requires Most Training	2.31	2.72	2.57	2.50	2.61	*
Should Require Most Training	2.83	3.13	2.87	2.82	3.04	*
Competent Personnel	2.26	2.52	2.37	2.43	2.25	
Service Per Dollar	3.26	3.59	3.41	3.22	3.38	
Active in Service Work	2.93	3.08	2.96	2.87	2.86	
Active in Politics	2.89	2.93	2.82	2.90	2.85	
Contributes to Total Good	3.00	3.79	3.40	2.98	3.32	*
Income	2.57	2.57	2.73	2.62	2.68	
Should Have Highest Income	2.49	3.41	2.82	2.62	2.78	*
Sociability	2.39	3.58	2.68	2.62	2.39	*
Professional	2.35	2.91	2.63	2.54	2.63	*

\*F ratio significant at .01 level.



TABLE XXX  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL  
CHOICE GROUPS ON TEACHER CONTRIBUTION TO COMMUNITY

Occupational Choice	Teacher	Doctor	Lawyer	Nurse	Social Worker
Social Worker	**	--	---	--	--
Nurse	**	--	---	--	
Lawyer	**	--	---		
Doctor	**	--			
Teacher	---				

\*\*Significant at the .01 level.

TABLE XXXI  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON TEACHER SHORTAGE OF QUALIFIED PERSONNEL

Occupational Choice	Teacher	Lawyer	Doctor	Nurse	Social Worker
Social Worker	**	**	--	--	--
Nurse	**	**	--	--	
Doctor	--	--	--		
Lawyer	--	--			
Teacher	--				

\*\*Significant at the .01 level.



TABLE XXXII  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON TEACHER TRAINING REQUIREMENTS

Occupational Choice	Teacher	Lawyer	Doctor	Nurse	Social Worker
Social Worker	**	**	**	--	--
Nurse	--	--	--	--	
Doctor	--	--	--		
Lawyer	--	--			
Teacher	--				

\*\*Significant at the .01 level.

TABLE XXXIII  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON WHETHER TEACHER SHOULD REQUIRE MOST TRAINING

Occupational Choice	Teacher	Lawyer	Doctor	Social Worker	Nurse
Nurse	--	--	--	--	--
Social Worker	--	--	--	--	
Doctor	--	--	--		
Lawyer	--	--			
Teacher	--				



TABLE XXXIV  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON TEACHER CONTRIBUTION TO TOTAL GOOD

Occupational Choice	Teacher	Doctor	Lawyer	Social Worker	Nurse
Nurse	**	**	**	--	--
Social Worker	**	**	**	--	
Lawyer	**	--	--		
Doctor	**	--			
Teacher	--				

\*\*Significant at the .01 level.

TABLE XXXV  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON WHETHER TEACHERS SHOULD HAVE HIGHEST INCOME

Occupational Choice	Teacher	Doctor	Lawyer	Nurse	Social Worker
Social Worker	**	**	**	--	--
Nurse	**	--	--	--	
Lawyer	**	--	--		
Doctor	**	--			
Teacher	--				

\*\*Significant at the .01 level.





TABLE XXXVI  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON TEACHER SOCIABILITY

Occupational Choice	Teacher	Doctor	Nurse	Social Worker	Lawyer
Lawyer	**	--	--	--	--
Social Worker	**	--	--	--	
Nurse	**	--	--		
Doctor	**	--			
Teacher	--				

\*\*Significant at the .01 level.

TABLE XXXVII  
NEUMAN-KEULS COMPARISON OF MEANS FOR OCCUPATIONAL CHOICE  
GROUPS ON TEACHER PROFESSIONALISM

Occupational Choice	Teacher	Lawyer	Doctor	Nurse	Social Worker
Social Worker	**	**	**	--	--
Nurse	**	--	--	--	
Doctor	**	--	--		
Lawyer	**	--			
Teacher	--				

\*\*Significant at the .01 level.



contributes significantly more to the total good of everyone than did those students choosing other occupations. Those choosing medicine and law felt that the teacher contributes more to the total good than did those choosing nursing or social work. Those students choosing teaching, in comparison with those choosing other occupations, felt that teachers should have a higher income. Those choosing medicine and law felt that the teacher should have a higher income than did those choosing social work.

Those students choosing teaching preferred to associate more with teachers than did those students choosing other occupations. Finally, on the professionalism variable, those choosing teaching felt that the teacher was significantly more professional than did those students choosing other occupations.

### Discussion

The above analyses indicated that, on the eight significant variables, those selecting teaching, perceived the image of the teacher more favourably than those selecting other occupations.

This relationship bears directly on the Group Reference Theory as outlined in Chapter II. In other words, the analysis indicated that, those who plan to make teaching a career, have adopted a more favourable attitude toward teachers. This is not unexpected. However, there are several implications which may be derived from the analysis. These will be discussed in Chapter VII.



Summary

The purpose of this chapter was to determine if those students, who plan to make teaching a career, perceived the teacher image differently, from those who selected other occupations. The analysis of the data revealed that this was the case on seven of the fourteen variables and that, those who plan to make teaching a career, perceived the image of the teacher more favourably than those who plan to follow other occupational paths.



## CHAPTER VII

### SUMMARY, RECOMMENDATIONS FOR FURTHER STUDY AND IMPLICATIONS

The purpose of this chapter is to provide a summary of the study, make recommendations for further research, when need for such has been made evident by this study, and to suggest certain implications for educators.

#### I. SUMMARY OF THE STUDY

##### Purpose

This study attempted to determine how Edmonton high school students perceived the teacher image, in comparison with four other occupational groups. Second, an attempt was made to determine whether the teacher image was perceived differently by various sub-groups of students, classified on the basis of selected demographic characteristics.

Teachers might benefit from this study if it provides them with a clearer understanding of how they are perceived by their major public. The image is also of importance in the recruitment of young people into the teaching profession.

##### Procedure

The main hypotheses of the study were enumerated. Each of the fourteen variables represented a sub-hypothesis and these were repeated for each sub-division of students.

The sample consisted of 1500 students, who were selected, at random, from 10,019 Edmonton High School students.





The statistical tests used were one-way analysis of variance and the Neuman-Keuls comparison of means test. The alpha error level was set a priori at the .01 level.

### Results

The image of the teacher, in comparison with doctor, nurse, lawyer, and social worker, was found to be significantly different on seven of the fourteen variables. On the remaining seven variables, the image of the teacher was found to be significantly different from at least two of the four other occupations.

The teacher image was perceived as being second only to medicine in contributions to the total good of everyone. This supports the findings of Best (1, p. 201-259). He found that teaching ranked second only to medicine in its value to society. Teachers were also rated highest with respect to contributions to the community. However, the mean score for teachers on this variable was not significantly higher than the mean score of the social worker or doctor. Waldrip also found that teachers were perceived as being more active than other occupations in community affairs (5, p. 571).

The teacher was perceived as being significantly less competent than the social worker, doctor, nurse or lawyer. Waldrip also found that the teaching profession was thought to house a high number of incompetents (5, p. 571).

The teacher mean score on the prestige variable was the second lowest and it was significantly lower than the prestige of the doctor or lawyer. Waldrip also found that the teaching profession lacks



prestige (5, p. 571). Best found that teaching ranked tenth in terms of prestige (1, pp. 201-259).

Teachers were perceived as being second only to lawyers in terms of political activity. This finding contradicted the findings of Waldrip, O'Dowd and Beardslee. Waldrip found that teachers were considered to be inactive in politics (5, p. 571). O'Dowd and Beardslee found that teachers were thought of as having little power in public affairs (4, pp. 250-254).

The analysis showed that there were significant sex differences on five of the fourteen variables. The males had a more favourable perception of the teacher image on all five significant variables. This was contrary to the finding of Langston. He found that females perceive the teacher image far more favourably than males (3, pp. 397-402).

Sub-grouping on the basis of socio-economic status revealed only two significant differences between groups. This supports Evans' finding that socio-economic level does not appear to affect attitudes toward teaching (2, pp. 63-69). It was indicated by this study that the highest socio-economic groups felt the teacher contributed more to the community but was less competent, while the lowest socio-economic groups felt the teacher was more competent, but contributed less to the community.

Similar results were obtained when students were sub-grouped on the basis of academic achievement. The highest achievement groups felt that the teacher contributed more but was less competent. The lowest achievement groups felt the teacher contributed less but was



more competent.

Sub-grouping by grade revealed a significant difference, between grade ten and grade twelve, on the competence variable. The grade ten students felt that teachers were more competent than did grade twelve students.

Classifying students on the basis of occupational choice revealed significant differences on eight variables. These were: Community contributions; Shortage of qualified personnel; Current training requirements; Training that should be required; Contribution to total good; The occupation which should have most income; Sociability; and Professionalism. On all of these variables, those students who planned to make teaching a career, consistently rated the teacher significantly higher, than did those who planned to follow other occupations. In other words, those who plan to be teachers, have a significantly more favourable view of the teacher. These findings tend to support the group reference theory outlined in Chapter II.

## II. RECOMMENDATIONS FOR FURTHER STUDY

This study has only touched the surface of the problem that was outlined at the outset. The study has not attempted to go into any depth. In this sense it is exploratory.

There is a definite need for this topic to be pursued at a greater depth. One major recommendation is to replicate part of the study using a five-point Likert scale and asking students to rate only the teacher on this scale, rather than rating teaching in



comparison with other occupations. This would give a much clearer picture of differences between various sub-groups of students.

This study was somewhat limited by the fact that students were forced to choose one of five occupations. A study should be done on this area alone, with students being given a much larger choice of occupations, or simply writing in their occupational choice and then grouping these.

The study was also limited to the Edmonton area. Further comparative studies should be conducted in rural areas and in various parts of the country to determine if there are rural-urban differences or interprovincial differences.

### III. IMPLICATIONS

The teaching profession should seriously consider those areas where students perceive the teacher image unfavourably. The most pronounced of these are competence and sociability. On these two variables teachers were rated the lowest of all five occupations. This should indicate a need to improve the teacher training program and to set higher academic requirements for entrance into the profession. Second, there is apparently a need for teachers to come out of their shells and be more sociable. This would appear to be of some importance in a society where social skills are rapidly becoming more important than traditional skills.

The teaching profession should also be aware that various sub-groups of students have a different perception of the teacher image.





If they realize that the high socio-economic groups and high achievers perceive them as being less competent, then perhaps an effort might be made to rectify this situation.

Finally, the fact that those students who plan to make a career of teaching have a more favourable image of the teacher indicates that possibly they have adopted some of the attitudes and values of the teaching profession.



## REFERENCES FOR CHAPTER VII

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## A P P E N D I X



# HIGH SCHOOL STUDENT VALUES INVENTORY

Revised Edition  
The University of Alberta

## READ CAREFULLY

1. Do not start answering before you are told to do so.
2. Answer EVERY question to the best of your ability. Please do not make any marks on this questionnaire.
3. Answer each question by placing the correct mark (using an HB pencil) in the proper space on the answer sheet.
4. If in doubt about procedure, ask the teacher for assistance.
5. Please answer sincerely and accurately. We want **your** opinion.
6. Do not write your name on any paper.
7. Mark only one item for each question.
8. Now turn to number 1, WORK QUICKLY, and answer every question as well as you can.

## Begin

1. State your sex.
  - A. boy
  - B. girl
2. In which school grade are you?
  - A. nine
  - B. ten
  - C. eleven
  - D. twelve
  - E. thirteen
3. How old are you?
  - A. 14 or younger
  - B. 15
  - C. 16
  - D. 17
  - E. 18 or over
4. What is the highest level of your father's education?
  - A. elementary
  - B. junior high
  - C. high school
  - D. some university
  - E. university degree
5. What is the highest level of your mother's education?
  - A. elementary
  - B. junior high
  - C. high school
  - D. some university
  - E. university degree
6. Your last year's average on the final examination was about
  - A. 0-39
  - B. 40-49
  - C. 50-64
  - D. 65-79
  - E. 80-100
7. In how many extra-curricular activities do you participate in school at the present time?
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
8. In how many organized activities do you participate outside of school? (e.g. music lessons, swimming instruction, hockey, etc.)
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
9. Have you been elected to any school position this year or last year?
  - A. yes
  - B. no
10. Make an estimate of your family's annual income level.
  - A. below \$2,000
  - B. \$2,000-\$3,999
  - C. \$4,000-\$6,999
  - D. \$7,000-\$9,999
  - E. \$10,000 or over
11. What type of an elected position do you hold in school?
  - A. no position
  - B. president or vice-president
  - C. secretary or treasurer
  - D. sports or other committee representative
  - E. Any other position e.g. editor, room rep.
12. How many brothers and sisters do you have?
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more

13. Which item below fits your parents most accurately?
  - A. they understand problems of teen-agers and assist them
  - B. they are not interested in teen-agers
  - C. they seem willing to help but don't understand problems of teen-agers
14. Are you planning to go to a technical institute?
  - A. yes
  - B. undecided
  - C. no
15. Do you have a car of your own?
  - A. yes
  - B. no
16. Did you go out for football last fall either as a player or spectator?
  - A. yes
  - B. no
17. Do you date?
  - A. no
  - B. yes, about once a month
  - C. yes, about once a week
  - D. yes, about twice a week
  - E. yes, more than twice a week
18. Have you joined a church or do you intend to join a church?
  - A. yes
  - B. no
19. Do you go steady?
  - A. yes
  - B. no
20. Which one of these items is most important in making a boy popular with the girls in your school?
  - A. having a nice car
  - B. high grade, honor roll
  - C. being an athletic star
  - D. being in the leading crowd
21. Do you earn any money by working outside the home? (not counting summer work)
  - A. yes
  - B. no
22. Do you smoke?
  - A. yes, regularly
  - B. yes, occasionally
  - C. no
23. Would you say that you are a part of the leading crowd in your school?
  - A. yes
  - B. no
24. What is the highest level of education you expect to have actually attained ten years from now?
  - A. Not finished high school
  - B. High School graduate or Technical Institute graduate
  - C. Some University, e.g., Teaching Certificate, Reg. Nurse, etc.
  - D. University degree, e.g., B.A., B.Ed., B.Sc., R.N.
  - E. Professional Degree, e.g., Doctor, Lawyer, Ph.D.
25. Which one of these things would be hardest for you to take?
  - A. parents' disapproval
  - B. teachers' disapproval
  - C. breaking with friend
26. If your friends asked you to join in a secret escapade for a week-end, would you join them if your parents were not in favor?
  - A. yes
  - B. no
27. How many subjects have you failed since starting grade nine?
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
28. Who influenced you most in your life?
  - A. parents
  - B. teachers
  - C. clergy, minister, pastor, rabbi
  - D. friends
29. Which one of the following are you really worried about most?
  - A. health
  - B. academic success
  - C. acceptance by friends
  - D. others
30. Roughly, what proportion of home basketball games did you attend this year?
  - A. none
  - B. less than half
  - C. more than half
31. Have you chosen your profession?
  - A. yes
  - B. no
32. Why do you go to church?
  - A. for social reasons
  - B. for religious or spiritual reasons
  - C. don't attend
33. Would you hand in an essay or assignment that your friend had done as your own?
  - A. yes
  - B. no
34. If you could be remembered here at school for one of the things below, which one would you want it to be?
  - A. outstanding student
  - B. athletic star
  - C. most popular
35. Do your parents attend church?
  - A. yes, regularly
  - B. yes, occasionally
  - C. no
36. Do you drink beer?
  - A. yes, frequently
  - B. yes, occasionally
  - C. no



37. What yearly income do you expect to actually make ten years from now?
  - A. below \$3,000
  - B. \$3,000 to \$5,999
  - C. \$6,000 to \$8,999
  - D. \$9,000 to \$12,000
  - E. more than \$12,000
38. Among the things you strive for during your high school days, which of the following is most important to you?
  - A. pleasing your parents
  - B. learning as much as possible in school
  - C. living up to your religious ideals
  - D. being accepted and liked by other students
  - E. pleasing the teacher
39. Which one of the following would be most important to you in a job?
  - A. the security of a steady job
  - B. the opportunity for rapid promotion
  - C. the enjoyment of the work itself
  - D. a high income
40. How many evenings a week do you spend with the gang?
  - A. none
  - B. one
  - C. two or more
41. Does your mother have a job outside the home?
  - A. yes
  - B. no
42. In your adult life whom would you want to resemble most?
  - A. one of your parents
  - B. your favorite teacher
  - C. no one but yourself
  - D. a relative
  - E. a friend
43. If you had your choice would you leave school before graduation?
  - A. yes
  - B. no
44. Is athletics very important for you in school?
  - A. yes
  - B. no
45. How much time, on the average, do you spend doing homework outside school on a weekday?
  - A. none or almost none
  - B. less than one hour
  - C. one to two hours
  - D. between two and three hours
  - E. three or more hours
46. Have you attended Sunday School or Church School?
  - A. yes, regularly
  - B. yes, occasionally
  - C. no
47. Check any of the following drinks that are served in your home. Check only one.
  - A. beer
  - B. table wine or other alcoholic beverages
  - C. all of the above
  - D. none of the above
48. Which one of the following do you think is the most important characteristic necessary for success in life?
  - A. money
  - B. athletics
  - C. personality
  - D. academic achievement
  - E. friendliness
49. What kind of music do you enjoy most?
  - A. modern—like "beatle"
  - B. classical
  - C. country and western
50. Which item below fits most of the teachers at your school?
  - A. they understand problems of teen-agers and assist them
  - B. they are not interested in teen-agers
  - C. they seem willing to help but don't understand problems of teen-agers
51. How often do you go to the movies?
  - A. never, or almost never
  - B. about once a month
  - C. about once a week
  - D. twice a week or more
52. Suppose your family had planned an extensive trip for a vacation in the summer. If you go along with them, it means that you cannot go camping with your friends, as you had planned. What would you do?
  - A. go with your parents
  - B. go camping with friends
53. About how much time, on the average, do you spend watching TV on a weekday?
  - A. none or almost none
  - B. less than one hour a day
  - C. one to two hours
  - D. between two and three hours
  - E. three or more hours a day
54. What is the major characteristic necessary to be a member of the leading crowd at your school?
  - A. good looks
  - B. friendliness
  - C. academic excellence
  - D. money
  - E. athletic ability
55. Which one of the following is your favorite type of TV program?
  - A. western
  - B. quiz shows or contests
  - C. interviews or news
  - D. sports
  - E. comedy
56. Do you say prayers before you go to bed at night?
  - A. yes, usually
  - B. yes, sometimes
  - C. no
57. Would you say that you have a relatively happy life at home?
  - A. yes
  - B. no

58. If you could have only one of the following, which one would you choose?
  - A. wealth
  - B. education
  - C. fame
  - D. faith
59. Would you say that your school experiences are fairly satisfactory?
  - A. yes
  - B. no
60. What would you most like to get out of high school?
  - A. broad education
  - B. training for a vocation
  - C. preparation for citizenship
  - D. knowing how to get along with people
  - E. friends
61. Which one of the following do you regard as most important for your future?
  - A. academic achievement
  - B. popularity
  - C. sports, cheerleading
62. Are you planning to go to junior college, teachers college, nurses training, or university after high school?
  - A. yes
  - B. undecided
  - C. no
63. What does the phrase "outstanding student" mean to you?
  - A. in the leading crowd
  - B. a very good athlete
  - C. academically superior
  - D. popular
  - E. elected to some school position
64. If you found a five dollar bill in your school without anyone seeing it, what would you do?
  - A. report the find
  - B. keep the money
65. Which of the following subjects do you like best in school?
  - A. mathematics, sciences
  - B. English
  - C. social studies
  - D. physical education
  - E. vocational courses
66. Which one of the following is most satisfying for your school life?
  - A. popularity
  - B. athletics
  - C. academic achievement
67. Does your father or mother participate in any type of sport?
  - A. yes
  - B. no
68. Are your parents concerned with your doing well in academic work in school?
  - A. yes, very much
  - B. yes, to some extent
  - C. not much
69. Do you believe your interest in athletics is
  - A. very important for life
  - B. somewhat important for life
  - C. a passing phase?
70. Do your parents watch television
  - A. more than you
  - B. as much as you
  - C. less than you?
71. The major problems in your school relate to
  - A. lack of a chance to participate in sports
  - B. lack of school spirit
  - C. lack of necessary facilities
  - D. cliques
  - E. none of these
72. What course are you taking now?
  - A. university entrance
  - B. general
  - C. commercial
  - D. vocational
73. Does your family own a car? ..... A. Yes B. No
74. Does your family have a garage or carport? ..... A. Yes B. No
75. Did your father go to high
76. Did you? ..... A. Yes B. No
77. Did your father go to university? ..... A. Yes B. No
78. Did your mother go to university? ..... A. Yes B. No
79. Is there a writing desk in your home? ..... A. Yes B. No
80. Does your family have a hi-fi record player? ..... A. Yes B. No
81. Does your family own a piano? .... A. Yes B. No
82. Does your family get a daily newspaper? ..... A. Yes B. No
83. Do you have your own room at home? ..... A. Yes B. No
84. Does your family own its own home? ..... A. Yes B. No
85. Is there an encyclopedia in your home? ..... A. Yes B. No
86. Does your family have more than 100 hard covered books? (e.g. 4 shelves 3 feet long) ..... A. Yes B. No
87. Did your parents borrow any books from the library last year? ..... A. Yes B. No
88. Does your family leave town each year for a holiday? ..... A. Yes B. No
89. Do you belong to any club where you have to pay fees? ..... A. Yes B. No
90. Does your mother belong to any clubs or organizations such as study, church, art, or social clubs? ..... A. Yes B. No
91. Does your family own a color TV set? ..... A. Yes B. No
92. Have you ever had lessons in music, dancing, art, swimming, etc., outside of school? ..... A. Yes B. No



## DIRECTIONS

The following questions consider the relative value of certain characteristics as they relate to the occupations represented by the following:

**Social Worker,      Teacher,      Doctor,      Nurse,      Lawyer.**

Carefully answer each question below GIVING YOUR OWN OPINION. Your answer should be selected from one of the five occupations given.

If your answer is SOCIAL WORKER .....mark A

If your answer is TEACHER .....mark B

If your answer is DOCTOR .....mark C

If your answer is NURSE .....mark D

If your answer is LAWYER .....mark E

93. Which of these occupations CONTRIBUTES THE MOST to the community?
94. Which CONTRIBUTES THE LEAST?
95. Which of these occupations has the MOST PRESTIGE?
96. Which has the LEAST PRESTIGE?
97. Which of these occupations has THE GREATEST SHORTAGE OF QUALIFIED PERSONNEL?
98. Which has the LEAST SHORTAGE OF QUALIFIED PERSONNEL?
99. Which of these occupations REQUIRES THE MOST TRAINING?
100. Which REQUIRES THE LEAST TRAINING?
- REMINDER: WE WANT YOUR OPINION. CHOOSE YOUR ANSWER CAREFULLY FROM THE FIVE OCCUPATIONS LISTED ABOVE.**
101. Which of these occupations SHOULD require the most training?
102. Which SHOULD require the least training?
103. Which of these occupations has the highest percentage of COMPETENT PERSONNEL?
104. Which has the lowest percentage of COMPETENT PERSONNEL?
105. Which of these occupations gives the MOST SERVICE PER DOLLAR?
106. Which gives the LEAST SERVICE PER DOLLAR?
107. Which of these occupations is MOST ACTIVE in church work, service clubs, youth work, etc.?
108. Which is LEAST ACTIVE in church work, service clubs, youth work, etc.?
109. Which of these occupations is MOST ACTIVELY involved in POLITICAL ACTIVITIES?
110. Which is LEAST ACTIVELY involved in POLITICAL ACTIVITIES?
111. Which of these occupations contributes MOST to the total good of everyone?
112. Which contributes LEAST to the total good of everyone?
113. Which of these occupations has the HIGHEST AVERAGE INCOME?
114. Which has the LOWEST AVERAGE INCOME?
115. Which of these occupations SHOULD HAVE THE HIGHEST AVERAGE INCOME?
116. Which SHOULD HAVE THE LOWEST AVERAGE INCOME?
117. Which of these would you choose FIRST to associate with socially?
118. Which would you choose LAST to associate with socially?

119. Which of these occupations would you consider MOST PROFESSIONAL?
120. Which would you consider LEAST PROFESSIONAL?
121. If nothing stood in the way, and you had to choose from these five occupations for yourself, which one would you choose first?
122. Under similar conditions which one would you choose last?

We wish to check whether you are marking your responses beside the right numbers on your answer sheet.  
To assist us please mark as follows:

123. Mark A
124. Mark B
125. Mark C
126. Mark D
127. Mark E
128. How many good friends of your own sex have you in school?
- A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
129. How many good friends of the opposite sex have you in school?
- A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
130. Do you own a motorcycle or scooter?
- A. yes
  - B. no

**Directions:** A number of controversial statements are given below. Indicate the degree of your personal agreement or disagreement with each statement by placing a mark beside the appropriate number on the answer sheet.

Mark A if you agree strongly.

Mark B if you agree somewhat.

Mark C if you are undecided.

Mark D if you disagree somewhat.

Mark E if you disagree strongly.

131. Schools should be granted greater local autonomy in curriculum building.
132. Provincial teachers' associations should be able to discipline members for violating teacher ethics.
133. Curriculum guides issued by the Department of Education should specify methods to be used.
134. The curriculum authority of the Department of Education should be limited to matters of course objectives and minimum content.
135. Provincial teachers' associations should be concerned with the competence of teachers.
136. Effective teaching can be done with more than twenty-five pupils per class.
137. Teachers' associations should do everything in their power to maintain the right to strike.
138. Selection of instructional methods should be a prerogative of teachers.
139. Provincial teachers' associations should have the right to recommend cancellation of a teacher's certificate.
140. All teachers should be employed and paid by the provincial government.

## PART 2

### Directions:

Indicate your opinion, your immediate "feeling" about each statement below by placing a mark in the proper place on the answer sheet. Use the following code:

- |                  |                     |
|------------------|---------------------|
| A—Agree strongly | D—Disagree slightly |
| B—Agree somewhat | E—Disagree somewhat |
| C—Agree slightly | F—Disagree strongly |

1. Voting is the only way that students like me can have any say about how the students' council runs things.
2. Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.
3. Students like me don't have any say about what the students' council does.
4. I don't think student council members care much what the students like me think.
5. So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.
6. It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.
7. A good many students' council elections aren't important enough to bother with.
8. If a person doesn't care how an election comes out he shouldn't vote in it.











**B29890**